DOCUMENT RESUME

ED 204 428 UD 021 438

AUTHOR	Hart, Elinor, Ed.
TITLE	Blueprint for Partnership:A Process Guide for Organizing Adopt-A-School Programs.
INSTITUTION	Prometheans, Inc., Washington, D.C.
SPONS AGENCY	Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
PUB DATE	81
CONTRACT	99-0-2432-33-7
NOTE	28p.: Photographs may not reproduce clearly.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Business Responsibility: *Career Awareness: *Community Involvement: *Community Programs: Program Descriptions: *School Business Relationship: *School Community Relationship: Secondary Education
IDENTIFIERS	*Adopt a School: *District of Columbia Public Schools

ABSTRACT

This is a guide for organizing Adopt-A-School programs, partnerships between schools and businesses or agencies in the community. The program currently underway in Washington, D.C., is described, and program goals including career awareness and improved attendance are outlined. Procedures and criteria for sponsoring organizations ("adopters") are also outlined. The need for active support for the program from both businesses and the school administration is emphasized. Information is provided on employment opportunities and other program activities available to participating students, and the benefits that accrue to these students are stressed. (GC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED204428

MAY 1 1 1981

BLUEPRINT FOR PARTNERSHIP

A Process Guide for Organizing ADOPT-A-SCHOOL PROGRAMS

Based on the Experience of the Prometheans Inc. and the District of Columbia Public Schools

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

✓ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SCANNED

ED204428

Foreword

Concerned citizens, industry, government agencies and other organizations are united in an effort which helps students in the public schools of Washington, D.C. discover new possibilities for their futures. This effort, called the Adopt-A-School Program, is proving very rewarding.

Career Awareness activities provided by volunteers from local businesses and government agencies for their adopted schools are revealing exciting connections between the classroom and the world of work. They are also contributing to improved attendance and higher achievement scores. Moreover, the Adopt-A-School Program has brought a great sense of joy and satisfaction to the volunteers involved and a very special feeling of accomplishment to the community based organization which launched and now sponsors the program.

The program is sponsored by the Washington, D.C. Chapter of The Prometheans, Inc., a national organization of World War II veterans who studied at Howard University.*

After the Prometheans spearheaded Washington, D.C.'s effort, generous support from other organizations and civic-minded individuals as well as a contract from the Labor Department made it possible for the sponsors to expand the Adopt-A-School Program.

This publication, based on the Prometheans' experience, is a blueprint for civic or service organizations (or coalitions of organizations) who want to launch Adopt-A-School Programs in their communities.

Luke C. Moore and Samuel B. Ethridge
Co-Chairpersons, Adopt-A-School Program

Editor Elinor Hart

*A description of the Prometheans appears on page 25.

Prepared under contract 99-0-2432-33-7
for the Youth Employment and Training Administration
of the U.S. Department of Labor

ADOPT-A-SCHOOL LEADERSHIP

STEERING COMMITTEE

(D.C. Public Schools)

Vincent Reed
Superintendent

Elizabeth Yancey
Deputy Superintendent

Harris Taylor
Associate Superintendent

Ellen Datcher
Student Services

Joe Cannon
Career Planning & Placement

(Prometheans)

Melvin Addison
Leonard Bass

Sam Ethridge
Project Director

Luke Moore
John Plummer
Christopher Roberson
Lawrence Still
Earl Ginyard

Nathaniel Stinson
Friason Travis
Milford Vaughn
Cornelius Wilson

STAFF

Louis J. Chaney, Jr
Coordinator

Victoria L. Harrison
Administrative Assistant

Betty Pinkney
Clerical Assistant

ADOPT-A-SCHOOL PROGRAM
1201 Sixteenth Street, N.W., Suite 503, Washington, D.C. 20036
(202) 833-4262

ADOPT-A-SCHOOL PROGRAM

ADVISORY COUNCIL

Van Alexander ..... Potomac Electric Power Company
James Banks ..... Washington Board of Realtors
Milton Bins ..... The Council of the Great City Schools
Lovenger Bowden ..... Transactions, Inc.
Richard Bowden ..... Transactions, Inc.
Lisle Carter ..... University of the District of Columbia
Elbert Cox ..... Howard University School of Engineering
Kent Cushenberry ..... IBM, National Alliance of Business
Jerry Donovan ..... Giant Food, Inc.
Ernest Gibson (Rev.) ..... Council of Churches of Greater Washington
Evelyn Gunn ..... Washington Post
Theodore Hagans, Jr. ..... National Business League
Delores Hart ..... National Aeronautics and Space Administration
John W. Hechinger ..... The Hechinger Company
Theodore Howard ..... Automated Business Services, Inc.
Dorothy Jenkins ..... The American University
George Jones ..... National Education Association
John Kettelle ..... Ketron, Inc.
Bobbie Kimble ..... D.C. Council for Equal Employment Opportunity
William Lawson ..... National Aeronautics and Space Administration
Calvin Lewis ..... Computer-Based Education Center
Delano Lewis ..... C&P Telephone Companies
Levi B. Miller (Rev.) ..... Simpson-Hamline United Methodist Church
Patricia Morris ..... Parent Teachers Association, D.C. Congress
Albert L. Nellum ..... A.L. Nellum & Associates
Brig Owens ..... National Football League Players Association
Osborne Payne ..... Broadway-Payne-McDonald, Inc.
John Rector ..... U.S. Department of Health, Education & Welfare
Calvin Rolark ..... United Black Fund
Josephine Sanchez ..... NBC-TV-VISTAS
Ruth Sloate ..... Volunteer Clearinghouse
Fred Valentine ..... The George Hyman Construction Company
Carol Walker ..... Slattery Associates, Inc.
Milton Wilson ..... Minority Business Enterprise

STUDENT TASK FORCE

Darrelle Alexander
Jerry Barns
Sheria Bess
Teresa Bowie
Holuta Cain
Robin Caraway
Karen Carter
Cheryl Davis
Anthony Dobbins
Lamont Foster
Michael Freeman
Carolyn Green
Maurice Hill
Keith Landfair
Sherry Lucus
Felecia Spinner
Johnnie Sykes
Linda Terry
Clifford Tucker
Cheryl Ward
Sharon White
David Wilson

PROJECT CONSULTANTS

Peggy Brown
John Coleman
Ofield Dukes
Lucille Gayle
ViCurtis Hinton
Mabs Kemp
Albert Manley
Domingo NickReyes
Andrew Robinson

Contents

Page

4 **Washington's First Partnerships**

5 **What Is Adopt-A-School?**

Who Can Adopt?
Who Can Be Adopted?
What Do Adopters Do?
Who Benefits from the Program?

9 **Key Elements for an Emerging Adopt-A-School Program**

Who Can Be a Sponsor?
Criteria for Sponsoring Group
Purpose and Flexibility
Commitment of the School System
Advisory Council

14 **Putting the Elements Together**

16 **Keys to Recruiting Adopters**

Direct Personal Contact
Help from the Right People
Commitment from Top Management
Making the Case for Adoption

18 **Keys to Success in the Schools**

Principal's Attitude
Planning
Scheduling
Involving Faculty, Students, Parents and Neighbors
Transportation and Incentives

21 **Supporting the Program**

Career Awareness Fair
Role Models
Resource Handbook
Lunchtime Meetings and Workshops

22 **Adopt-A-School in Action**

One-to-One Experiences
Preparation for Job Hunting
Field Trips
Career Shadowing
Classroom Presentations

24 **Sample Checklist for Adopt-A-School Involvement**

Washington's First Partnerships

ADOPTERS	SCHOOL
American University	Multiple Schools
C&P Telephone Companies	Anacostia Senior High School
Champion Trophies	Bundy School
Control Data Corporation	Spingarn Senior High School &Franklin Adult Education Center
George Hyman Construction Company	Cardozo Senior High School
Hechinger Company	Spingarn Senior High School
Ketron, Inc.	Multiple Schools
METCON	Multiple Schools
NASA	Jefferson Junior High School
A.L. Nellum & Associates	Washington Street Academy
Raleighs Clothiers	M. M. Washington Career Development Center
Slattery Associates, Inc.	Taft Junior High School
Toast & Strawberries, Inc.	M. M. Washington Career Development Center
University of the District of Columbia	Multiple Schools
Washington Board of Realtors	Eastern Senior High School

What Is Adopt-A-School?

Partnerships with Community Resources

The Adopt-A-School Program is a network of partnerships between schools and community resources called adopters. Pairing of schools and adopters is arranged by a sponsoring community organization, such as the Washington, D.C. chapter of the Prometheans.

Career Awareness,

While the broad purpose of any Adopt-A-School program is to strengthen public education through the use of community resources, the specific and very strong focus of the Prometheans' program in Washington is career awareness. This program is designed to help all students reach their potential. Therefore, emphasis is given to careers in which minorities and women are underrepresented.

Improved Attendance

Better attendance is another important objective of the program. Teenagers who are not in school and students who have poor attendance will of course reach only a fraction of their potential.

Who Can Adopt?

Businesses of Every Kind and Size

An adopter can be any kind of business ranging from a large metropolitan telephone company to a small boutique. Adopters can also be branches of international corporations. Industrial adopters are in an ideal position to help students realize that they can one day play a wide variety of significant roles in the world of work.

Government Agencies, Departments and Bureaus

A very enthusiastic adopter in Washington's Adopt-A-School Program is the National Aeronautics and Space Administration. NASA's involvement has included the offices at national headquarters, the computer center and Goddard Space Flight Center.

Federal regional offices, bureaus, deparments and divisions as well as state and local government agencies can also be adopters.

Universities and Campus Groups

Both private and public universities in Washington as well as other cities are making their facilities and expertise available to elementary and secondary schools through the Adopt-A-School Program.

Professional Associations

METCON — Metro Consortium for Minorities in Engineering — is a consortium of businesses, government agencies, colleges and universities with an engineering focus. METCON conducts activities designed to interest minority students in engineering careers.

Interested Individuals and Retired Persons

A retired Navy captain, acting as an individual, has recently adopted a career development center. He will help make it possible for D.C. public school students at the center to have hands-on experience with new sophisticated communications equipment.

Other Community Resources

Potential adopters also include hospitals, churches, unions, senior citizen groups and social and fraternal organizations.

What Do Adopters Do?

Provide Career Awareness Activities

Adopters provide resources for students. In Washington, these resources are concentrated on career awareness activities. The adopters take their skills and knowledge about the world of work into the classrooms, and students visit the facilities of the adopters.

Offer Work Experience to Students

Through Washington's Adopt-A-School Program, several companies have discovered the abilities of capable students and have offered them part-time and/or summer employment. An expanding retail operation in Washington is recruiting employees for a new store at their adopted nearby school. Still other companies in Washington and other cities provide paid work experience on specialized equipment widely used in promising career fields.

Provide Financial Support and Equipment

Adopters can of course make financial contributions. In Washington, their contributions have included scholarships and support for other incentive awards. A number of local clubs provided funds which financed bus transportation for field trips.

GEICO, an insurance company primarily involved in automobile insurance, awarded a $600,000 grant to the D.C. Public School System. This grant saved the system's driver education program from becoming a victim of a severe budget crunch.

In a number of cities, equipment and machines are provided by some companies who have been adopters for several years.

Who Can Be Adopted?

Schools

Ideally, one school is adopted by one business or agency which concentrates its resources on that single school. If the business or agency is large enough or the school small enough, each student and/or each teacher is paired with an individual volunteer or volunteer team from the adopting business or agency.

Grades, Departments, etc.

Adopters are often paired with grades or departments or classes. A school can, in fact, have several adopters. Adopting businesses and agencies can also be matched with several schools or a special group in many schools, such as math or science clubs.

It is of course important for adopters to realize how large an effort they can handle effectively when commiting themselves to Adopt-A-School partnerships.

Who Benefits from the Program?

The Community

An Adopt-A-School Program can help build a stronger spirit of community by providing a framework for diverse elements to work together. It can build bridges between the world of the classroom and the world of work — between the perceptions of the adolescent and the realities of the adult world.

Local Industry and Educators

A program of career awareness partnerships provides an opportunity for industry to help mold its future work force. Such a program also makes it easier for educators to keep in touch with the constantly changing world of work.

School and Students

For participating schools, the Adopt-A-School Program can mean better attendance and higher achievement scores. In fact, the most active school in Washington's Adopt-A-School Program had the best junior high attendance record in the city during the school's first year in the program. But the most important results are to be found in the students themselves: an eighth grade boy who discovers the importance of education and a ninth grade girl who realizes how vital a calculus course could be for her future.

Sponsors and Volunteers

An Adopt-A-School program does mean an enormous effort for the sponsoring community group and the volunteers who work with the group. However, it also means knowing that this effort can make a positive difference in the lives of the young people who participate.

Key Elements for Emerging Program

An emerging Adopt-A-School program must have four elements, beginning with a community-based sponsor. The sponsor is responsible for obtaining the other three elements: a committed school system, a strong advisory council and enthusiastic adopters. Therefore, the leadership capacity of the sponsoring group is critical to the development of the program.

Prometheans gather at the Third Annual Career Awareness Fair.

Washington, D.C. Public School Superintendent, Vincent Reed, addresses Adopt-A-School meeting.

John Plummer, president of the Washington, D.C. Prometheans, brings the Advisory Council up-to-date.

James Hawkins, NASA's Adopt-A-School coordinator, talks to high school students about opportunities in the space program.

Prometheans and role models meet before the 1980 Career Awareness Fair; from left: James DeClue, National President, Prometheans, Inc; Samuel Ethridge, Adopt-A-School Project Director; Colonel Margaret Bailey, Army Nurse Corps (retired); Brigadier General Hazel Johnson, Chief, Army Nurse Corps; John Plummer, President, Washington, D.C. Prometheans.

Who Can Be a Sponsor?

The sponsors of Washington's program, the Prometheans, are a veterans' group. In a number of cities, Adopt-A-School is sponsored by chambers of commerce. Fraternal groups, professional groups and civic organizations can also be Adopt-A-School sponsors.

Earl Ginyard presents special project report to Adopt-A-School meeting.

Criteria for Sponsors

Willingness to Make a Major, Long-Range Commitment

An Adopt-A-School program requires a great deal of time and effort as well as the constant support of the leaders of the sponsoring organization. Moreover, a full-scale program usually takes a number of years to develop. Therefore, the sponsoring group should be relatively single-minded and ready to undertake a sustained effort. The group should also be prepared to accept some disappointments and frustrations in the early stages of the program and be willing to wait for the rewards that come later.

Capacity for Volunteer Leadership During Business Hours

It is essential for members of the sponsoring group to be able to call on school officials, prospective advisory council members and potential adopters during business hours. For the Prometheans in Washington, this has meant some half a dozen extended lunch hours a year and an equal number of times when they've had to take an hour or so from another part of their working day.

Awareness of How School Systems Operate

It is important for a few key people in the sponsoring group to be able to speak the language of educators. When the program can be explained to school officials and teachers in terms they recognize and respect, it is easier to obtain the commitment of the system's top leadership and the energetic participation of individual schools.

Access to Local School and Community Leaders

Group members who have good contacts with key local educational leaders can make it possible for an Adopt-A-School proposal to receive prompt consideration from the school system's top officials. Members who know influential business, civic and religious leaders can be helpful in organizing the advisory council.

Fundraising Ability and Track Record

The ability to raise funds will enable a sponsoring group to handle the mailings, organizational meetings, etc. necessary to become operational.

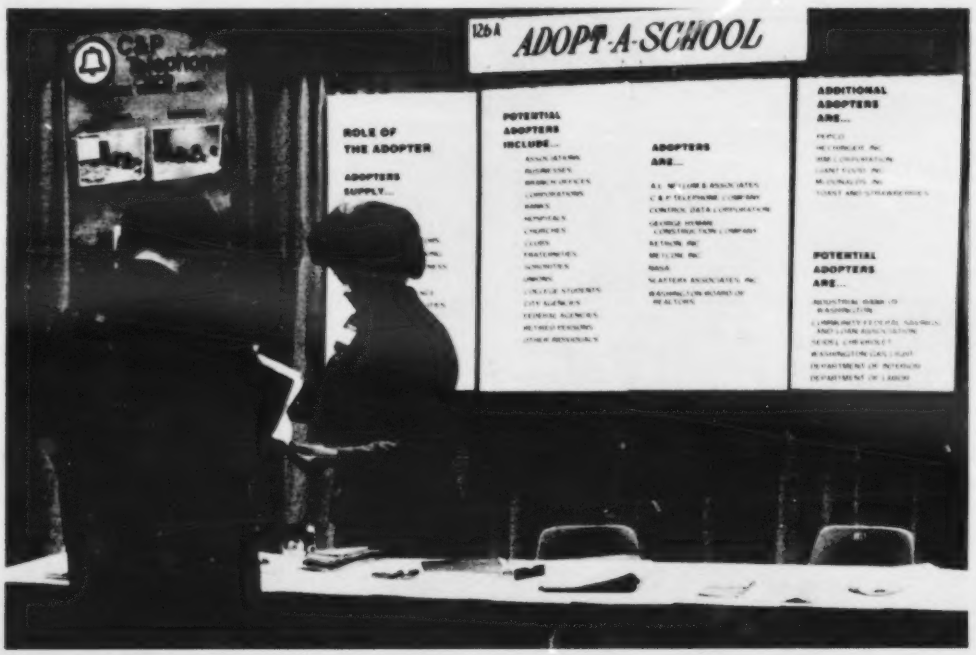
A track record of community service will encourage both school and business leaders to take an Adopt-A-School program seriously and to support its efforts.

Based on the Prometheans' experience, these criteria are essential for an Adopt-A-School sponsor. However, groups who want to start a program should not be discouraged if they do not meet all the criteria on their own. They can join with other groups and individuals to form sponsoring coalitions whose combined resources provide the needed strengths.

Purpose and Flexibility

When deciding to undertake an Adopt-A-School program, a sponsoring group needs to clearly define the purpose of the program — i.e., career awareness, academic achievement, cultural enrichment, etc. The group, however, should remain flexible enough to accommodate the needs of adopters, the school system and individual schools without departing sharply from the overall objectives.

Judge Luke Moore greets Dr. Jacqueline Jacobs, bioscientist from the California Institute of Technology's Jet Propulsion Laboratory.



Victoria Harrison, Adopt-A-School Administrative Assistant, describes the program to a new adopter.

The late Nathaniel Stinson presents career awareness information during an Adopt-A-School meeting.

Commitment of the School System

An Adopt-A-School program must have the public endorsement and active support of the school system's top leadership. The presence of the superintendent is vital at early meetings of prospective advisory council members and potential adopters. Moreover, it is essential for a senior member of the superintendent's staff to act as liaison and facilitator for the program on a continuing basis. It is also essential to have a coordinator at each participating school site who is a senior member of that school's administrative staff.

Attitude and Credibility

It is very important that groups proposing to sponsor a program demonstrate a respectful desire to help while being extremely careful not to present themselves as "do-gooders." The group also needs to assure the school system that volunteers visiting the schools as part of the program will be there to carry out constructive activities. It should be made clear that the volunteers will not be there to criticize or judge.

A good written proposal and a strong record of community service are of course essential. Sponsors might be able to begin with a fairly limited demonstration project.

Demonstration Project

Washington, D.C.'s Adopt-A-School Program, in fact, grew out of an exploratory effort by the Prometheans, Inc. After facing a parade of juvenile offenders in his courtroom and learning that they were also school drop-outs, Judge Luke Moore persuaded his fellow Prometheans in Washington to involve their organization in a drop-out prevention project.

Members of the organization then spent several months providing intensive motivational and career awareness activities for 25 ninth graders who were not expected to graduate into high school. After proudly attending the graduation of 20 of the students, the Prometheans gained the confidence and courage necessary to involve other schools and community resources in the project.

What the Prometheans learned about the school environment and about being an adopter proved invaluable as they expanded to more schools and recruited other adopters. Within two years, their exploratory effort grew into the Adopt-A-School Program described in this guide.

15

Advisory Council

The advisory council gives an Adopt-A-School Program the broadly representative community base necessary for success. Advisory council members help to recruit adopters and secure other resources. They also monitor the program and recommend ways of improving it to the superintendent of schools and the sponsoring group.

Membership

The advisory council should consist of community leaders from a wide variety of fields, including the following:

- Businesses
- Churches
- Civic and social clubs
- Colleges and universities
- Federal agencies
- Local government
- Non-profit organizations
- Parent-Teacher Associations
- Youth representing participating schools

It is also important to be sure that the community's ethnic groups and geographic areas are well represented on the advisory council.

Judicious Use of Members' Time

When organizing the advisory council in Washington, the Prometheans informed prospective members that although they were expected to be working participants, council meetings would be very few and very brief. The Prometheans found that the most efficient way to carry out the work of the advisory council was to delegate it to council task forces representing specific fields, such as the ones listed.

Ellen Datcher of the Washington, D.C. School System addresses an Adopt-A-School meeting.

Putting the Elements Together

1. **A community-based group or coalition of groups decides to become an Adopt-A-School sponsor and defines the specific purpose of its program.**

2. **The sponsoring group secures the commitment of the school system.** This step can take a few months or several years.

3. **Organization of the advisory council gets underway.**
Although the formation of the full advisory council can take many months, outreach to potential adopters and schools can begin as soon as the advisory council has a nucleus of eight to ten key leaders.

4. **Members of the sponsoring group and the advisory council recruit adopters.** When a business or organization decides to become an adopter, it submits to the sponsor a completed checklist* indicating which resources the adopter is interested in providing.
The sponsoring group, in consultation with school officials, enrolls participating schools. Schools interested in participating form adoption committees. Each school's adoption committee submits to the sponsor a completed checklist* indicating which resources it hopes to obtain from an adopter.

5. **Adopters and participating schools designate program coordinators.** A school coordinator should be an assistant principal or other member of the senior administrative staff.

6. **The sponsoring group tentatively pairs adopters and schools.** A get-acquainted luncheon conference for coordinators from the paired adopters and schools to meet one another proved very effective for the Prometheans in Washington.

7. **Adopter coordinators and their colleagues visit their adopted schools.**
School coordinators and representatives of adoption committee visit the adopter's site.

8. **Paired schools and adopters jointly develop working plans and schedules which they submit to the sponsor.** The development of a working plan and schedule may require several meetings.

9. **Adopter coordinators carry out orientation for their businesses or organizations.** This includes appropriate preparation for volunteers who will be working with the students.
School coordinators and principals carry out orientation in their schools. School orientation should involve teachers, administrators, students and parents.

10. **Adopt-A-School activities are carried out.**

11. **Schools and adopters document participation:** How many students? How many volunteers? How many of each kind of activity?

12. **Sponsor and school system monitor and review activities.**

13. **Activities are modified based on the above review.**

14. **Adopters reward students.**

15. **Sponsor has recognition ceremony for adopters.**

16. **Sponsor conducts evaluation of year's efforts.**

17. **Sponsor provides orientation for new adopter and school coordinators.**

---

*A sample checklist can be found on page 24.

Tom Constantinou (right) from Raleighs Clothiers holds certificate presented to him by the Prometheans. Next to him is Harris Taylor, Associate Superintendent, D.C. Public Schools.

Keys to Recruiting Adopters

Direct Personal Contact

Meetings and Social Activities

Adopters in Washington were recruited during nearly every kind of face-to-face meeting that could be arranged. Prometheans not only visited potential adopters in their offices and homes, they also talked with them at social and civic functions.

Importance of Recruiting in Person

The Prometheans felt so strongly about the need for recruiting in person that they deliberately avoided letter writing during the early weeks of their recruiting period. By taking their time to call on chief executive officers, recruiters can demonstrate the importance of a program and create situations where affirmative answers from adopters seem natural and comfortable. If the program is important, it is important enough to go in person!

Help from the Right People

Advisory Council

Because of their standing in the community, advisory council members are in an ideal position to recruit adopters. In fact, membership on the advisory council in Washington carries with it the responsibility of making an Adopt-A-School recruiting call on at least one chief executive officer or decision-making body of a major business, agency, institution or organization.

People with outstanding records of community service are in a position to ask favors of important people. These members of the advisory council can be particularly active in recruiting adopters.

Chamber of Commerce

If the community's primary business networks, usually known as the chamber of commerce, is a charter member of the advisory council, the chamber can introduce the Adopt-A-School program to the business community. Chamber functions can then provide opportunities for contacting potential adopters.

Chambers of commerce have in fact played major roles in Adopt-A-School programs in some cities such as Dallas, Texas and New Orleans, Louisiana.

Adopters

The relationships that heads of businesses and agencies have with one another makes it very natural for an adopter to recruit colleagues. Moreover, first involving a major industry or prestigious organization makes it easier to enroll others in the program.

Others With Influential Relationships

Members of the sponsoring group and the advisory council are likely to know people who have well established relationships with powerful members of the community. Entrees that can be provided by parents should not be overlooked. The chauffeur and the secretary often have very good access to the chief executive.

Commitment from Top Management

Because the decision to adopt must often be made at the highest level of an organization, the chief executive officer is an ideal point of contact. However, many businesses and organizations have strong departments with areas of responsibility that can encompass an Adopt-A-School program.

Moreover, in certain organizations, people in charge of personnel, equal opportunity, community outreach and public relations are good points of contact. These officials will recognize the value of becoming an adopter and expedite the high level decision to involve their company or agency in the program.

Making the Case for Adoption

Sense of Community

Potential adoptors have a desire to help students in their community. For a great many who have wanted and even looked for a way to get involved, an Adopt-A-School program provides a very practical channel for contributing to their school system.

Future Personnel Needs

The program offers adopters the opportunity to give students as well as vocational teachers and counselors a realistic picture of the adopter's employment needs.

Programs in urban schools can be particularly helpful to organizations who are seeking minority applicants and working to meet affirmative action goals.

Business and educational leaders confer during Adopt-A-School workshop.

Opinions of Adopters

"We recommend this program highly. It's good for our company because it gives us an opportunity to know our young neighbors and their parents as well as officials within the school systems."

—John W. Hechinger
Owner of The Hechinger Company
A chain of lumber and hardware stores

"NASA's top managers are very enthusiastic about the program and thrilled with our success in helping minority students to achieve in science and math."

—Dolores Hart
Equal Opportunity Officer
National Aeronautics and Space Administration

"We're glad we're involved. We're proud to be part of the program. And when the students we work with succeed, our company succeeds."

—Fred Valentine
George Hyman Construction Company

"Our people came away from Eastern High School with that glowing feeling that comes from knowing you've made a contribution. There' no program I can think of in recent years that has the capacity for producing such exciting results."

—James G. Banks
Executive Vice President
Washington Board of Realtors

Keys to Success in the Schools

Principal's Attitude

Commitment Critical

The Prometheans found that most principals in Washington quickly recognized the potential of the program. Eager to make a serious commitment on the part of their school, they assigned senior members of their administrative staffs to be coordinators. A few principals, although willing to have their schools participate, appeared to want to take a wait-and-see attitude before deciding whether Adopt-A-School merited serious commitment.

At the end of the year, the principals who had made a commitment were enthusiastically talking about the accomplishments of the program, and the coordinators for their schools were busy working with the adopters on exciting plans for expanding the program during the second year. A few "wait-and-see" principals were still waiting to see what could be accomplished but hoping that their schools could continue to participate in the program.

Impact on Adopter

Enthusiasm on the part of the school naturally generates greater involvement on the part of the adopter. In fact, one adopter was so gratified by the response of the school that the coordinator is having to work very hard to find ways to involve the growing number of his colleagues who are eager to participate.

Motivational Strategies

The leadership of the school system's central administration has a strong influence on the attitudes of most principals. Therefore, all communication from the Adopt-A-School program to the principals should be channeled through the superintendent's office. However, if some principals maintain a passive attitude toward the Adopt-A-School program, sponsors can turn to a number of strategies.

1. Let the principals know about the positive experiences of other schools. One way to inform the principals would be a workshop. Workshops should also include presentations about successful school experiences in other cities.

2. Share with the principal material that presents a philosophical educational rationale for Adopt-A-School.

3. Give unenthusiastic principals another year to consider the involvement of their schools in the program.

Planning

Careful planning and resourceful scheduling are vital to the success of Adopt-A-School activities.

Importance of Shared, Realistic Expectations

The first step in the development of the working adoption plan is marrying the capacities of the adopter to the needs of the school. It is important for principals and coordinators to realize that their adopters will be prepared to meet only a few of the school's needs during their first year of working together. One of the most significant goals for the first year is the development of a good relationship between the school and the adopter.

Selection of Students

The students who participate in the program will be determined by the objectives of the working adoption plan. However, it is important that participating students include the academically talented as well as those with other talents and the college-bound as well as students who are not planning to go to college. One of the primary goals of the D.C. program is to encourage students to stay in school. Therefore, those who participate in Washington include both students who are habitually tardy or absent and those with good attendance.

Scheduling

Importance of Scheduling

Scheduling will determine the significance of the Adopt-A-School program in the life of the school and influence the quality of the students' experiences.

Unless Adopt-A-School activities are resourcefully scheduled, there is a danger that they will be perceived

as getting in the way of the "educational" program. Such perceptions would of course be unfair to adopters, students, and teachers.

Ideally, planning and scheduling should be completed in time for the program to begin when school opens in September.

Designated Days

One school in the Washington program makes Friday career awareness day for all ninth graders. The adopting government agency uses a two-hour block of time on Friday for either visits of agency personnel to the school or for classes to visit the agency. The adopter's proximity to the school reduces travel time and enhances the value of the two-hour time period.

Several schools organize their academic program into four-hour time slots in the morning for certain students and similar afternoon time slots for other students. This scheduling enables students in the Adopt-A-School program to visit a business site two mornings or two afternoons each week.

Designated Weeks

High schools often find it easier to schedule field trips and visits from resource people on Tuesdays, Wednesdays and Thursdays. One such high school paired with a construction company selects a week during which a visit to a construction site will occur. The exact time and location are decided later when the weather and working conditions at various sites can be determined.

Clustering of Students

Schools frequently prefer to organize field trips for classes rather than ad hoc groups of students. Therefore assigning students participating in Adopt-A-School programs to the same cluster of teachers will make scheduling considerably easier.

Cooperation with Make-up Assignments

Regardless of the scheduling approach, it is important for teachers to cooperate fully with students who need to make up assignments or classes because

of Adopt-A-School activities. It is also important that schedule changes caused by the Adopt-A-School program be spread evenly among the various subjects.

Involving Faculty, Students, Parents and Neighbors

School Adoption Committee

A prerequisite for school participation in Washington's program is the formation of the school adoption committee. This committee includes teacher representatives from all departments, students from each grade level; parents; and business, civic, social and church leaders from the neighborhoods served by the school.

To save the time of its members, the work of each school committee should be carried out by several task forces. The Washington, D.C. Adopt-A-School Program recommends at least three: the faculty task force, the student task force and the small business-community task force.

Participation in Planning

Members of the school adoption committee should be involved in the development of the working adoption plan. Moreover, the completed plan should be presented to the full school adoption committee, the faculty, the student council and the parent-teacher association at the beginning of the school year.

Transportation and Incentives

Making Field Trips Possible

Because student visits to the adopter's sites are significant highlights of Adopt-A-School programs, the issue of transportation is critical. Occasionally, schools might be paired with adopters who are within walking distance. Usually, however, geography will require some means of transportation.

Adopting companies and agencies who have access to transportation may include it as part of their efforts. In some, but probably not enough, cases the school system will be able to provide buses or tokens for public transportation. Churches and other neighborhood groups often have vehicles which might be donated or rented.

Sponsoring groups are likely to be asked to help with transportation. The Prometheans provided both buses and tokens for public transportation.

Recognition for Students and Adopters

At the beginning of the program, students should be made aware that those who meet the objectives of the program as well as those whose participation is outstanding will be recognized and rewarded. Student incentives might include recognition during an assembly or graduation, certificates, scholarships, internships or employment.

Appreciation can be shown to adopters through letters, certificates and assembly recognition.

While waiting for their bus, students gather to compare notes on career awareness field trips.

Supporting the Program

Louis Chaney, Jr., Adopt-A-School Coordinator, presents certificate to Sheria Bess for her achievements in the program.

Lunchtime Meetings and Workshops

Washington's Adopt-A-School Program uses the lunch hour to introduce adopter and school coordinators, hold task force meetings and honor the contributions of adopters.

The Prometheans also conduct multiple-day workshops where principals and coordinators from schools who are new to the Adopt-A-School program can learn from the experiences of other schools. Similar workshops are given for coordinators from the adopting businesses and agencies.

Resource Booklet

While working on the Adopt-A-School Program and the Career Awareness Fair, the Prometheans learned of numerous career education resources in Washington which they felt deserved greater recognition. The Prometheans, therefore, produced a *Career Awareness Resource Handbook* which includes a catalogue of these resources and their roster of role models.

Role Models

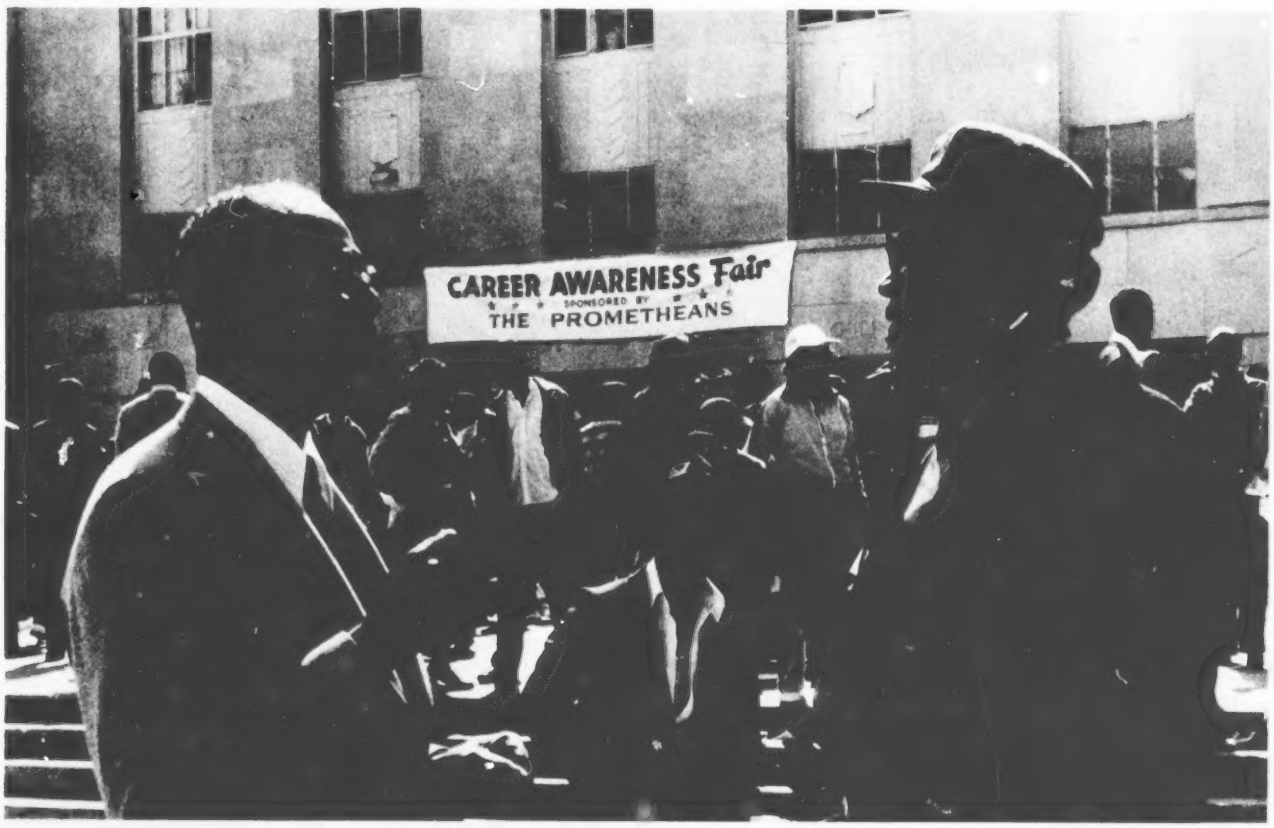
The Washington Prometheans compiled a roster of role models in sixteen major career areas. These role models make themselves available for assemblies, classroom presentations, tours of their workplace and interviews.

Career Awareness Fair

A career awareness fair is of course an ideal complementary activity for an Adopt-A-School program with a career awareness focus. Each year the Prometheans sponsor such a fair for students in Washington. The three-day event, held at the District of Columbia's National Guard Armory, features exhibits and over 500 role models representing over one hundred and fifty occupations.

A highlight of each fair is the participation of a well-known chief role-model. In 1980, the chief role model was General Hazel Johnson; the year before it was Frederick Gregory, the first Black astronaut.

Adopt-A-School in Action



One-To-One Experiences

The partnership between the National Aeronautics and Space Administration and Jefferson Junior High School brought role models into ninth grade classes in science, mathematics and reading. Not only did the NASA resource persons help students for whom the academic subjects were difficult, they also worked with gifted students and assisted some with special science projects.

Preparation for Job-Hunting

The George Hyman Construction Company conducted a workshop in job seeking skills for students from Cardozo High School. The workshop stressed interviewing techniques and confidence-building

exercises. Students also learned how to prepare their resumes and practiced filling out applications.

A similar workshop was given for emotionally handicapped students from Bundy School by the University of the District of Columbia.

Field Trips

Field trips put students in touch with many aspects of the world of work. Visits to Control Data's facilities provided the chance to have hands-on experience with computers. Other field trips gave students opportunities to watch scientists track a space satellite and talk to construction workers.

Career Shadowing

A number of adopters provided opportunities for individual students to observe individual employees carrying out the responsibilities of their jobs. Career shadowing at the Toast and Strawberries boutique and Raleigh's alteration plant gave students first-hand knowledge of the worlds of retailing and clothing construction.

Classroom Presentations

Several adopters provided classroom presentations about careers in their fields. The Chesapeake and Potomac Telephone Company gave students at Anacostia High School up-to-date information about current and future opportunities in the field of communications.

Representing different specialties in real estate, a dozen experts from the Washington Board of Realtors helped students at Eastern High School understand careers that had been unknown to them before they became involved in the Adopt-A-School Program.

CHECKLIST FOR ADOPT-A-SCHOOL INVOLVEMENT

1. ____ Occupational information service (e.g. career conference speaker or other advisory capacity)

2. ____ Provision of equipment or other materials for school use.

3. ____ Assistance with communication (e.g. Newsletters).

4. ____ Visits to classes.

5. ____ Role Models, available to talk to individuals and small groups periodically either on the job or at the school about their career fields or other job information.

6. ____ Tour Conductors, to receive students on the job, to conduct tours of the work site, or to accompany students to public places of interest.

7. ____ Mobile Exhibits, to be made available regionally or on school sites.

8. ____ Assistance in development of student career and related materials for a particular school, and area of the system.

9. ____ Assistance in management studies and improvement of evaluation techniques, etc.

10. ____ Assistance in conducting special seminars or experiences for teachers for use in providing specialized courses for students.

11. ____ Provisions for use of computers to improve learning experiences for students.

12. ____ Job counseling (e.g. interviews, grooming, application, promptness, attendance, etc.).

13. ____ Sponsorship of contests to increase student interest, providing prizes, plaques, trips, etc.

14. ____ Assistance in improving school environment (e.g. repainting, landscaping, clean-up, decorate, etc.) through student involvement.

15. ____ Assistance in the development of training courses for school personnel on how to use volunteers and vice versa.

16. ____ Sponsorship and/or participation in cultural and artistic endeavors.

17. ____ Transportation for various individuals.

18. ____ Provision of part-time employment opportunities as a way of introducing students to a variety of career options.

19. ____ Sponsorship and/or provisions of technical and non-technical performances and demonstrations.

20. ____ Other things not mentioned.

FOR FURTHER INFORMATION WRITE TO:
Adopt-A-School Program, 1201 16th St., N.W., Suite 503, Washington, D.C. 20036

27

PROMETHEANS, INC.

National Board of Directors

James DeClue, *President*
Earl Ginyard, *Vice President*
James Butler, *Executive Secretary*
Melvin Addison, *Treasurer*
Richard Danzy, *Recording Secretary*
Friason Travis, *Financial Secretary*
Richard Farrow, *Corresponding Secretary*
Rev. Marion Sleet, *Chaplain*
Lester Dugas, *Historian*
Hurlan Warren, *Parliamentarian*
Emerson Emory, M.D., *Sgt. at Arms*
Hon. Luke Moore, *General Counsel*
Lawrence Still, *Director of Public Relations*
Calvin Scott
James Whitmore, M.D.
Cornelius Wilson
James Tucker
Forrest Thomas

Washington, D.C. Chapter

John Plummer, *President*
Cornelius Wilson, *Vice President*
Richard Farrow, *Secretary*
Christopher Roberson, *Treasurer*
John Neely, *Parliamentarian*
Leonard Bass, *Historian*
Melvin Addison
William Barr
Samuel Bennett
Ludwin Branch
James Cisco
William Clarke
Samuel Ethridge
Howard Fletcher
Earl Ginyard
Kenneth Hardy
William Harris
Jessie Hickerson
John Holt
Lt. Gen. Benjamin Hunton, Ret.
James Jackson
Thomas Lowery
Owen Mathieu
Ferguise Mayronne
Major McBee
Clinton Mitcham
George Monteiro
Hon. Luke Moore
Otis Moore
Alvin Pinkney
Lawrence Still
Nathaniel Stinson
Edward Sylvester, Jr.
Friason Travis
Lt. Col. Milford Vaughn
Daniel Veal, M.D.
Robert Wilson

History

The Prometheans, Inc. was established by veterans of the 2515 Army Specialized Training Program stationed at Howard University in 1943 during World War II. The ASTP, composed of college students recruited for army service, was established on several campuses throughout the nation. Approximately 300 cadets were in the Howard University program before being assigned to combat units scheduled for overseas duty. Most of the Howard cadets went to the 92nd Infantry ("Black Buffalo") Division which fought with distinction in Italy.

While at Howard University in training, many of the ASTP members vowed to return to the campus to continue their education after the war. These interested members organized the Prometheans, using the symbol of the mythical war lord who longed for peace. After the war, the first reunion for all former Howard University ASTP engineers was held in Washington in 1948. Reunions were scheduled on the campus every five years until 1963. The Prometheans then began meeting in an annual reunion in various cities. The Washington chapter began meeting monthly in 1977. The Prometheans are now incorporated as a non-profit organization.

The organization promotes civic improvement through participation in fields of education, health, charity, and especially youth activities. It provides emergency assistance to veteran students through a Revolving Loan fund which has been established at Howard University. Members provide "share-a-day experiences" to acquaint young people with various occupations, and act as role models for minority youth. A continuing goal of the Prometheans is to heighten the career awareness of public school students. Both the Adopt-A-School Program and an Annual Career Awareness Fair for secondary students in the schools of Washington, D.C. address this goal.